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THE TRAINING SCHOOL BULLETIN

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THE
TRAINING SCHOOL BULLETIN

JANUARY, 1948

What's In A Name?

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The following concept of the word "spastic" is based on the interpretation of types of cerebral palsy (differential diagnosis) as first taught by those doing research and using newer methods of treatment in the field since 1918. It is a specific interpretation only partially reconciled with the general definition of "spastic," *characterized by muscle spasm.*[1] Possibly this definition is the basis for the widespread custom of referring to all types of dyskinesia or *imperfect voluntary movement*[1] caused by brain damage, as "spastic."

The chief purpose of a name is identification. An erroneous name may mis-identify with disastrous results. A name indicates a particular thing, place or person, connotes goodness, badness or some other quality, points to a doubtful surmise or a scientific truth. By a name, may be decided what shall be done with its owner. The newer interpretation of "spastic" identifies a *single one* of several types of nerve-muscle handicaps caused by impairment of brain cells. Conversely, the name "cerebral palsy" indicates a *group* of nerve-muscle handicaps of which the spastic type is but one.

The word "spastic" has long been loosely used as either a noun or an adjective to refer equally to four handicapping conditions besides itself or to the individual affected by any one of these conditions.[2] It has not been generally recognized that each one of the types has its own name, characteristics, and manner of treatment. Within recent years, the group has been designated rather widely and with approximate accuracy as

"cerebral palsy". Both patients and types have, in the past, been called by the name of one type only, "spastic."

This might be thought of as being parallel to a failure to differentiate between pneumonia and whooping cough or between diphtheria and measles. Thus a pneumonia patient might receive proper treatment for whooping cough. A diphtheria patient might fail to receive the necessary treatment of antitoxin and both patients probably die.

The four types of cerebral palsy, other than spasticity, according to the concept of differential diagnosis[2], are spoken of as athetosis, ataxia, rigidity, and tremor. Motor handicaps in cerebral palsy are never fatal in themselves. Though no such immediate, grave implication exists in the lack of differentiation in diagnosis and treatment in these conditions as in acute infectious diseases, there is another probability which is vitally important from the standpoint of the individual and of those who must provide his care. Such recovery as is possible may be delayed or frustrated by thinking of all types as "spastic." In a sense, the rather fine differences of muscle reeducation procedures based on classification of types, may have considerable to do with shaping not only the life of the child as he grows, but his adult success. The use in physical rehabilitation of training in motion and relaxation, of braces, splints, various other training devices, surgery and drugs is in all cases largely based on the type or types of motor defect that may be present. By such means a mentally able cerebral palsied child may become a wholly or partially self-sustaining adult, living a normal socially active life. Treatment of any sort which ignores this basis, and parallel failure to use the same principles in educational processes, will cause more or less failure in accomplishing results and reaching the aims set up for the child and for the program.

It has been stated, "With regard to actual physical treatment of cerebral palsy, it must be repeated that the treatment of spastics, athetoids, ataxics, tremors and rigidity is all very different. There is nothing that can be written about the treatment of cerebral palsy. It must be divided into the specific treatment of the . . . groups, and therefore all research and literature written about spastic paralysis, meaning the entire group, is worthless because the results do not specify the type of cerebral palsy being studied. The term "spastic paralysis"

as applied to the whole group should be eliminated entirely. It is the one thing that has held successful treatment back more than anything else in the past twenty-five years."[3] Let us consider the basic reasons; essential differences in the forms of ayptical movement.

The two most frequently seen types. Athetosis. This is " . . . a series of involuntary motions which affect one muscle after another throughout the extremities without any particular order of contractions . . . They may be rapid or slow and are entirely beyond the control of the individual . . . In sleep these motions disappear entirely and when the patient is extremely sleepy they are of very small amplitude. They also decrease in frequency with relaxation (training)"[4]

A great deal of tension, said to be voluntary because the child uses it, sometimes without awareness, to control involuntary motions, often accompanies the athetosis. Both tension and athetosis respond primarily to training in voluntary relaxation, which includes the relaxed use of motion. The former, for all practical purposes may be eliminated; the latter, lessened to more or less degree. Thus the *child* becomes able to use with increased smoothness and efficiency the ability for voluntary motion already present.

Spasticity. "The truly spastic muscle is not rigid but is simply hyperirritable and hypercontractile when stimulated . . . The most common stimulus a muscle receives, aside from voluntary stimulation by its nerve, is the stretch it undergoes when its antagonist is voluntarily contracted and motion is produced in the joint in the opposite direction. When this occurs in the normal person, the muscle relaxes . . . or at least it remains idle. The spastic muscle however, neither relaxes nor remains idle but contracts and . . . blocks the attempted motion."[5] Fundamental ability for voluntary motion is affected.

In this form of cerebral palsy, the primary training, with an essential accompaniment of relaxation training, is repetition of motion which develops voluntary motion ability—lacking in the spastic muscle. Such application of treatment principles will cause the muscle to approach in more or less degree to what we think of as "the normal" in speed and accuracy of movement

Tremor.[6] Like athetosis, tremor is a form of involuntary motion. Like spasticity, one of its variations (intention tremor)

affects the fundamental ability for voluntary motion. Tremors are said to be the most infrequent of cerebral palsies seen in children. The involuntary motion is of regular rhythm and motion pattern and is consistently seen in the same antagonistic muscle groups. The motions may be of large or small amplitude and of varying speeds but its pattern of movement is always the same. Involuntary motion in athetosis lacks the consistency in location and pattern seen in tremor, and responds more encouragingly to treatment. In tremor, as in athetosis, the treatment is primarily relaxation training with the use of essential motion from the relaxed position.

Rigidity.[7] In at least one characteristic effect in the muscles, rigidity is similar to spasticity; it creates stiffness. However, the stiffness is constant; not present only on stimulus as in the spastic muscle. It is a thick, gummy resistance of affected muscles, to attempted motion of the joint or limb in any direction.

There is no involuntary motion, but like athetosis, it seems to be accompanied in many cases, by great tension, contributing to the stiffness. This has been seen in cases treated by the writer, to be greatly reduced by muscle reeducation. The training both voluntary relaxation and motion in treatment seem to be about equally important. The extreme limitation or "poverty of movement" can, in children, be considerably lessened by their use.

Ataxia. In this form " . . . it is impossible for the patient to steer the joint in the direction in which he wishes from the very start of the motion . . . there is no evidence of tension or spasticity and upon observation it will be seen that there is no involuntary motion. Therefore there is no advantage . . . in relaxation therapy in these cases.

The treatment is entirely aimed at coordination therapy by muscle training."[4] Neither is there need for development of movement ability or speed of motion as in spastic muscles.

In the educational field, differential diagnosis is equally important. Consideration of the basic subject of handwriting, will illustrate how this is true In any subject where the use of hands is necessary; in other words, all subjects.

The true spastic. The spastic muscle then, "will contract with a more forceful contraction than normal no matter what stimulus you apply . . . as soon as the child tries to contract

the triceps this stretches the biceps, which immediately starts the triceps contracting . . . when the child tries to do it the other way the same thing happens . . . "[4]

The biceps muscle bends and the triceps straightens the elbow. Besides these, perhaps the muscles functioning most in handwriting are (1) those used to grasp the pencil, (2) the group flexes and extends the shoulder (pushes the arm forward and back) and (3) the rotators of the shoulder. The last are the muscles which cause the hand and forearm, with the elbow or forearm acting as a pivot, to progress from left to the right side of the paper and back. Any spastic muscle among these will act as described in the above paragraph, each time it is stretched by the opposing motion.

It can readily be seen that if any of these muscles are spastic, particularly those of the elbow and shoulder, the motions of handwriting will be slowed down if not stopped. Many slow repetitions of the motions, in training with simultaneous training in relaxation of the shoulder and elbow muscles, will decrease the spasticity and permit faster and smoother functioning in writing.

The athetoid. However, as seen above, if the child has athetosis, the problem and approach are different. Relaxation becomes of primary importance in training, and motion, though essential, becomes secondary. There is no spastic block to motion but a lack of control of involuntary movement which overlays and prevents the use of undamaged voluntary action. Training in voluntary relaxation produces control of the former and permits performance of the latter.

Without differential diagnosis, the chances are great that other differences will not be observed. If this is true, the handwriting and other progress of the child will be slower and he may never develop his potential functional muscular accuracy, speed, and smoothness. Since the same joint motions are used in performing all activities, it may be seen how this omission may affect all every day functions of living.

The same principles apply in the vocational rehabilitation of the cerebral palsied. An authority states, "Vocational rehabilitation depends on coordinated and controlled movements of the wrist and fingers, while shoulder and elbow movements

are of secondary importance." The same principles that apply in any work activity where grasp and release are the principal motions. But the same author stated in regard to the use of the hands following necessary surgery, "Even if the fingers are not used much after the operation the hand can be used to press, push and pull."[3] All these motions are of the elbow and shoulder. With hand surgery or without; hand motion will be limited with absence of reacing motions of the eldbow and shoulder to allow grasps, "press, push and pull" in various directions. Just to turn on an electric light or attach a plug in all possible situations there must be an overhead, a forward, a sideward and a downward reach. If shoulder and elbow muscles remain severely or sometimes even mildly spastic for want of proper training the individual may not develop this reach.

It is quite certain that Shakespeare, when he penned his famous line, did not have the above situations in mind. But it is with profound interest and concern that many are now realizing the significance of "What's in a name?" in the field of cerebral palsy as it is now beginning to be understood.

To the casual observer, the differences in the forms of cerebral palsy and their appropriate training procedures may seem small and unimportant. They are as big and important as the fine line between dependence and independence; between failure and success. Naming each case according to its own symptoms and needs will determine to a degree the ease and speed with which these lines are crossed. In many instances, it will determine whether they will be crossed at all.

At best, any form of rehabilitation in cerebral palsy is difficult. In starting a program in any phase of rehabilitation in this field attention must be given to principles involved in the nature of the condition, just as is done in poliomyelitis, or any other medical or orthopedic condition. To fail to do so, beginning with and based on the classification of the cases, can only succeed in producing confusion, preventing the use of potentialities for development that are present, and allowing unjustified inadequate and limited results in the individual.

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3. ..... Address delivered before Joint Conference of Groups interested in Cerebral Palsy in Greater New York and New Jersey area—New York, November 14, 1946, Cerebral Palsy Society of New York City, Inc.
4. ..... "Birth Injuries." The Physiotherapy Review, 17:3-7, January-February, 1937.
5. ....., "The Management of the Cerebral Palsies," *The Journal of the American Medical Association*, 117:1622, November, 1941.
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7. Israel B. Weschler, *A Textbook of Clinical Neurology*, (fifth edition, revised; Philadelphia; W. B. Saunders & Company, 1944), p. 592.
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As Children Grow Up

EDGAR A. DOLL, PH. D.
Director of Research, The Training School at Vineland, N. J.

The first concern of every parent is that his children shall grow up healthy in body and sound in mind. No other happiness in this world is equal to that which comes from the assurance that our child is growing normally and is able to take his proper place in the world. And no tragedy is deeper than that which comes from the fear or the knowledge that a member of our family is seriously handicapped in his development.

The new mother's hope shows this in her first question, "Is my baby all right?" More important than the child's good looks and more apparent than the mother's pardonable pride in the glory of parenthood is the wish that all will be well in this child's wholesome growth and development and in his success for adult life.

The child does grow up. And as he grows he develops many ways of looking after his own needs. Each month shows new aptitudes, and new forms of self-expression. We see these milestones of progress toward maturity in all children. We have some knowledge as to what are the major signs of such development. We also are able to judge whether our own child's progress is average for his age or whether it may be advanced or retarded.

Yet as we sometimes wonder if this or that sign of growth is early or late, we may feel a need for more exact knowledge as to just what signs are most significant and when they should be expected to appear.

Most parents know that the first sign of awakening intelligence is clearly established when the baby begins to notice things. His eyes follow moving objects. He seems to recognize the mother, father or nurse. He crows and laughs. These achievements are indeed encouraging and go a long way toward repaying parents for the trials and the many costs of parenthood.

But soon we ask for more. We are eagerly on the lookout for that first tooth. More important are those days when the child holds up his head, sits alone, creeps, stands and walks. And yet more reassuring are those first words, then the little phrases, and the actual sentences which show that talking is on the way. When speech is assured we look to the still higher signs of intelligence which we observe in *what* is said and we marvel at the child's expression of ideas.

To be sure, these evidences of normal development when once established bring more cares to the parent. When the child is able to walk he is also able to get into things, or he may walk in dangerous places. So also after we get over the fear that he may not talk we are often annoyed by the fact that he never stops talking! Success brings responsibility to children and their parents as it does in all walks of life. And as each higher stage of maturity is reached, new and more difficult stages are begun.

It isn't very late in the child's life before the wise parent recognizes the child's need for personal responsibility and greater independence. The child is told "You are no longer a baby," or "You are old enough to dress yourself now," or "You should know better than to go out without your rubbers." In many ways the growing child *demands* that these responsibilities be allowed him. In other ways it may take years to persuade him to do things for himself.

What are some of these ways in which children do look after their own needs? When is a child old enough to feed himself, or dry himself behind the ears, or give himself a bath? When should he assist in purchasing his own clothing? When should the boy be allowed a latch key or the use of the car? At what age is it safe for Mary to "go on a date" unsupervised, or for John to "date" her? At what ages should the parent give up his own solicitude and ask the child to take over his own responsibility for independent action?

To answer just such questions psychologists and educators are making exact studies of child growth and maturity. One such study has given us a social maturity scale which enables us to record many of the important ways in which children grow up and the average ages at which new kinds of self-expression commonly appear. This scale is the result of many years of research at The Training School at Vineland, New Jersey. At

this well-known private school for children whose minds have not developed normally, backward children are studied individually in order to give the best training to each child according to his natural talents. In the modern treatment of handicapped children we make the most of what each child *can do* instead of nagging him on things for which he has no aptitude. This is also the aim of special classes for handicapped children in the public schools.

Unhappily, not all children grow up at the normal rate of development. Some are retarded in maturity because of handicaps from birth. We must understand these backward children so that we may give them training designed to overcome their limitations. Many tests are used for this purpose such as tests of intelligence, skill, personality and special aptitudes.

Among such tests the Vineland Social Maturity Scale is specially helpful. It gives a general estimate of the child's social competence and indicates the ways in which that competence may be increased. It also points out some of the reasons for lack of success and how these difficulties may be overcome.

There are many ways in which social competence shows itself at successive age periods. In general the child under ten years of age does not succeed in looking after himself without assistance from his parents or relatives. Between ten and twenty years of age, those difficult years of adolescence, the youth tries to establish his own independence from adult supervision. These years are difficult because the young boy or girl demands freedom while at the same time being unwilling to assume those responsibilities which are the price of freedom as well as its reward. The ideal parent is patient and tolerant during these years, giving youth all the freedom that is consistent with youth's best welfare and retaining only that amount of adult authority which is also necessary to the adolescent's safety, morality, and social protection.

In the early years social locomation is a major enterprise. From creeping to walking, from walking about the house to walking about the yard and neighborhood, and finally going alone to distant points for over-night travel—these are ways in which self-direction in getting about in a widening world expands at successive years. And each parent must decide for himself if or when *his* child may safely pursue these activities.

Another field of progressive expression is self-help. Here the items include stages of competence in eating, dressing, bathing and the everyday affairs of life.

The ways in which a child occupies himself are significant. From playing with toys to helping about the house, from routine tasks to creative work, from little jobs to one's life calling—all these show growth and development in stages which are average, precocious or deficient.

As the child or youth learns to carry out his own responsibilities he must also learn to make a favorable adjustment to the world and to his associates. This, too, is part of the business of growing up, and here the thouhgtful parent can be of real help. Sympathy, understanding, patient, tolerance—these are virtues not easily developed or not always successfully employed in the many trying situations which arise every day. Especially during the adolescent years do we need all the wisdom and forbearance that our best judgment can command. Our children are closest to us and also farthest away from us in the turbulent years of high school and college.

When we have done our best by our children there yet remain the cardinal virtues of mutual love and trust between parent and parent, between parent and child, and between child and child in the same family. Our national welfare rests on the stability and the happiness as well as on the success of home and family. May I venture the hope that each of you who are reading this may be assured happiness in *your* home life and in the normal growth and development of *your* children.

Department Of Agriculture Annual Report

The Training School
Vineland, N. J.

HENRY E. RENNE

Numerous problems must be contended with in the growing of fruits and vegetables and the producing of meat and eggs in an institution that has been operating nearly sixty years. Although crop rotations may have been practiced in a period as extended as this with thirty or more crops grown, a crop has of necessity been planted in the same soil many times. This has been true particularly in the production of cabbage and plants of the cabbage family, including cauliflower and broccoli, where two or more plantings are made in a season. A soil-borne organism known as "yellows" attacks the growing plants, stunting their growth and in many instances destroying the plant entirely.

More than forty-five years ago overhead irrigation was installed on about fifteen acres of our better land. This cost many dollars an acre to install and maintain. Furthermore, it is permanent with many pipes running beneath the surface of the ground which serve as feeders for the various overhead lines and cannot be removed at will to any other part of the farm. Since cabbage and plants of the cabbage family usually produce better crops under irrigation, it was deemed practical to grow most of them on this land. Thus, as the old saying goes, "Familiarity breeds contempt," so disease organisms that destroy these plants developed in this soil until they have made the successful production of certain ones impossible.

There are probably two solutions to this difficulty, one is the removal of the entire irrigating system to some other section of the farm ,a very costly procedure), and the other is to grow only varieties resistant to such disease. There has been developed "yellows" resistant strains of cabbage which have proven seventy-five per cent immune, but there has not been developed, as yet, a variety of cauliflower resistant to such disease. We speak of this disease in this report because it is the most preva-

lent and destructive of any we now have. Other soil-borne organisms such as club-root, root-rot, fuzarium wilt, etc., affecting other plants are not nearly so destructive, and although they must certainly be reckoned with, are not as great a problem as "yellows".

The season of 1947 has also had its problem of insect control on many important vegetables and fruits; in fact it took precedent over all other difficulties during the year. Most disastrous was the oriental fruit moth in the peaches; over eighty percent of some varieties were infested with worms. These insects made their appearance in other parts of our state and many growers reported similar damage. A new spraying schedule is being prepared by the Experiment Station Staff to control this pest better in the future.

The county extension service through our county agent kept us alerted throughout the growing season for signs of late blight to tomatoes and no serious outbreak occurred, but in its place came aphids by the millions. They came on the tomatoes, beans, cantaloupes, watermelons and peas, so much so, that spraying and dusting equipment proved a very vital part of the whole farm investment. Speaking of blight, cucumbers succumb to this disease nearly every year, and in New York State the growing of this crop has been nearly discontinued. Varieties of cucumbers resistant to blight have been developed, but their productive qualities are such that they are unprofitable to raise.

We have said much with regard to the problem confronting us in vegetable and fruit growing and equally as much may be said relative to the problems facing us in poultry and egg production. New and baffling diseases have risen in this industry with the dreaded "Newcastle" disease presently holding the spotlight. Should this disease strike laying flocks, egg production drops one hundred percent and although mortality is not especially high, birds go out of production for weeks. The old diseases, coccidiosis and pullorum have very definitely been controlled through cleanliness and bloodtesting, but nevertheless can be very destructive if proper precautions are neglected. In turkey growing the age old "black head" disease still is a very serious threat to successful production. Fortunately for us, these diseases have not to any great extent curtailed our production during the year although an outbreak of coccidiosis

did cause the loss of two hundred of our seven hundred chicks in October.

A number of things have been undertaken during the year with some degree of success The land at the hen test which has been used as range of those birds since 1926 was used by us for growing cabbage and tomatoes. Through agreement with Dr. Platt of the Experiment Station Staff we shall continue to use this land in the future since ranging of the birds has been discontinued. The Training School owns this land and has always received the manure the birds produced in payment for water and rent.

Early tomatoes grown in our greenhouse were transplanted to the hen test land early in May. Two days after being set a killing frost seemed imminent and over sixteen hundred plants were covered with baskets as protection against damage. Half of these were of the "Garden State" variety which produce ripened fruit nearly two weeks earlier than the Rutgers variety. These proved a great help for they yielded ripened fruit almost three weeks before Rutgers which were retarded by the cold, wet spring. We shall continue to grow the "Garden State" variety because of its earliness and its resistance to blight.

The comparatively new insecticide D.D.T. was used in our fight against codling moth with very good success. Also a material D.D.D. or "rothane" was dusted on sweet corn earworm and proved better than anything yet. D.D.T. which has been such a boon to the potato grower was applied twice on an acre of early white potatoes with outstanding results. The flea beetle population on the leaves of the plants are controlled so well by this material that the vines remain green weeks longer. This enables the plant to mature most of its set potatoes and thereby greatly increase the total yield. There were 714 ⅝ bushel baskets harvested from the acre which was definitely the highlight of our operations in 1947.

One of our nation's leading farm magazines recently featured an article entitled, "A Powerful New Insecticide." This substance now known as Thiaphos 3422, has given the most remarkable results in experimental tests of any insecticide yet produced, even surpassing the now famous D.D.T. It is not so stable as D.D.T. and for this reason is more desirable as a spray on vegetables and fruits. In orchard spraying it kills all insects

harmful to apples whereas D.D.T. caused some to increase since it killed the natural enemies of these insects.

The war most certainly opened new fields to insecticide discovery and many insecticides we have today have come as a result of it entirely. Since the emphasis was placed so much upon production during that time and now that we must help feed the world, experiment stations and farmers have done further experimenting in production. In a midwestern state five farmers with the assistance of fertilizer companies, "in a spirit of high adventure," tried to grow three hundred bushels of corn on an acre. The experiment was not a success as the average of all five was only 96.46 bushels, although this was three times the average of their respective neighborhoods. One man expressed the sentiments of the group when he declared, "Maybe it was fortunate that nobody did make three hundred bushels an acre this year. We learned a lot more this way and discovery was the real purpose of the whole undertaking after all. There's a lot that nobody knows yet about soils and plants. The three hundred bushels that fell two hundred bushels short tried to tell us some of these things. Maybe in our groping around we have detected a few. Next year and the next we will learn some more." Certainly this is true of our work here at The Training School, for much that was learned this year will benefit us in the year to come.

Through the soil conservation service a field adjacent to Main Road was planted and farmed on the contour. There is about a six percent grade in this field and some erosion had taken place. At the end of the season there was no evidence of washing and the corn planted there showed an increase in yield over other fields. Some publicity will be given this work in the local papers by the service in the very near future.

There are no outstanding changes being planned in the farm program for 1948 but a meeting will be held with the director and dietitian this month to discuss plans together. We are considering setting a new peach orchard as our present one is 13 years old. Considerable thought in our planning will be given to the amount of employee help available as we are now very much understaffed. Pupil help has done a very fine job in the past and expectations are that they will give even better help in the future if present plans materialize.

In August, Mr. Aker, our poultryman for seventeen years, resigned to go into business and Mr. Kirshner who so faithfully served as orchard man for nearly twenty years, replaced him as poultryman. His work in the poultry has been very commendable and we shall greatly miss his services in the orchards.

The opportunity came in January of last year to attend the Farm Show at Harrisburg, Pennsylvania where we witnessed the latest in labor saving equipment and machinery for the farm. We also attended the annual sessions of the New Jersey Horticultural Society, and at these very informative meetings much was said about "virus" diseases in fruits and vegetables, how they may be controlled and what procedure to follow when the disease does strike.

We have called on the services of two outstanding men from the New Jersey Agricultural Experiment Station during the course of the year. When difficulties arose in our greenhouse, Professor C. H. Nissley rendered valuable assistance and later Dr. B. B. Pepper definitely gave us help in controlling diseases of some of our important crops. These men do not profess to know the answers to all the complex problems of the vegetable world but they do give much needed help in enabling us to feed ourselves and our hungering neighbors throughout the globe.

The department regrets the sudden passing of Professor Morris A. Blake, who at the time of his death was Chief in Horticulture at the New Jersey Experiment Station. It was through Professor Blake's efforts in 1907 that an experimental peach orchard was established here at The Training School on approximately the same site as our present orchard. In our "Review of Fifty-five Years of Agriculture," published in the March 1944 issue of The Training School Bulletin, we have through the kindness of Professor Blake a complete resume of the work done in peach breeding and spraying at that time. In March of 1946 we extended an invitation to him to come and speak to the employees of the School about his work and his present experiments, but a conflict in dates made this impossible. In talking to him about coming he recalled many of the older farm boys who helped him in the experimental orchard.

It would have been a real joy to him to have come had it been possible. Certainly agriculture has lost in his passing a world-renowned scientist, fruit breeder and friend of all those who enjoy good peaches.

THE ANNUAL MEETING OF THE AMERICAN ASSOCIATION ON MENTAL DEFICIENCY WILL HOLD ITS SEVENTY-SECOND ANNUAL MEETING AND FIRST INTERNATIONAL MEETING HOTEL STATLER, BOSTON, MASSACHUSETTS MAY 12-15 INCLUSIVE, 1948

Here And There At The Training School

THE AFTERGLOW OF CHRISTMAS

While listening to a very able minister explain the reason why he had chosen as the text of his morning sermon "The Afterglow of Christmas", I was deeply impressed; and as I followed him in his sermon my mind kept returning to The Training School, thinking about the afterglows which were in our plans and how perfectly they fitted in with what he was saying.

The afterglow of Christmas is a beautiful idea and in The Training School, without realizing that we were incorporating this idea into our plans, we arranged for the afterglow of Christmas to shine brilliantly on two delightful occasions.

The first was on Sunday, December twenty-eighth, which we observed as Christmas Sunday, and on this occasion a very lovely and appropriate program in which some fifty children participated was rendered.

The second occasion was the presentation of the children's Christmas play, "Hansel and Gretel" on Tuesday evening, December 30, 1947.

Seventy-five children, dressed in period costumes and with make-up and scenery in keeping with the play, enacted this old time fairy tale with the same appreciation and joy as children have ever loved to play their parts and particularly so the parts of the old Witch, her Cats, the Cookies, etc.

If space permitted I would like to tell you more about the play and the lovely afterglows of Christmas which later on in January shone so brightly when the play was repeated for the Colony boys and for the some sixty children on vacations in December, and that still later a Christmas party for the children taking part in the play was another outstanding event. At this time the afterglow of Christmas might have been slightly mellowed with the intervening days; nevertheless, the children had a wonderful time as children always do when delicious refreshments are generously served and the spirit of happiness and good will reigns supreme.

—A.M.N.

News Sheet*

Christmas seems a long time ago but we think it should last all the year at Hutchinson Cottage. There are eight of us Senior Boys, who live at Hutchinson and I am one of them. We had our Christmas tree in our room and what a lovely tree it was!! Mrs. Bolles gave us some beautiful beads for decoration and she had had them for forty years. We think she was very good to let us have them for they were very nice. We had whistles, pencils, candy and other decorations on the tree. We put the Senior Boys gifts under the tree on Christmas eve and in the morning we sure did have fun with them.—E. B.

News from Moore Cottage. We are all glad to have school begin on January the fifth, after our very happy holiday. Again this year we had "open house" on Christmas day and about twenty-five guests came to call. On Tuesday evening one of the girls celebrated her birthday by giving a party to all of the girls. We had chocolate ice cream and angel food cake and nice candies. On Wednesday we had a girls' party in Garrison Hall and played lots of games and had fun. This week we had a movie in color —"A Caravan in Costa Rica." There was lovely dancing in it. We are glad that the Christmas play will be repeated because it was so good. This is a long letter from the Moore Girls but there are lots of things to talk about.

These have been cold days but we have all enjoyed the snow and every sled on the place has been kept busy and it has been so slippery that we could skate almost anywhere.

A number of us had cards and letters from Mr. McIntire. He is in Arizona and he is going to help build a school there just like ours. He says it is beautiful there and the colors in the desert are wonderful. We think he is too far away.

SCOUTS—VINELAND DISTRICT ROUND-UP

Troop No. 39 was honored at the recent Round-up held at the Kimco Club Auditorium on Monday, January 12. The pouring rain made it necessary to bring into service all of the automobiles available to transport the 58 scouts, 4 committeemen and Scout Master Wallace.

The very interesting program included musical selections, a skit and movies. Refreshments were served at the close of the program.

Troop No. 39 was awarded a shield shaped skin for meeting the requirements of a campaign sponsored by the Council for five or more new scouts in each troop. Scout Randolph was lucky for he received a free ticket for admission to the Landis Theater. He held a winning ticket, which was used as a door prize. The boys were all very happy, of course.

On Sunday, January 25, Commander Gallo of the American Legion, Vineland Post, will with his officers, present Troop No. 39 with an American Flag. A program suitable for the occasion has been arranged. Commander Gallo visited our Troop sometime ago and was impressed with their field drill and Scout demonstrations. He gave a brief talk at that time on "The Freedom Train".

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* These are copies of the notes as gathered by the children for their monthly News Sheet.

We all enjoyed the concert given by the Kimco Club last week at Garrison Hall. The musicians are all friends of Mr. Bailey and came through his invitation. We sang some songs with the orchestra and enjoyed it a lot.

Announcements

Syracuse University in cooperation with the Syracuse Public Schools will conduct a demonstration elementary school —July 5 to August 13, 1948. The following general courses will be offered:

Psychology of Exceptional Children
Physically and Mentally Handicapped
Mental Retardation
Mental Deficiency
Crippled Children
Impaired Hearing

Much attention has been given to the preparation of these courses and complete information can be obtained by writing to:

The Director of Special Education
Syracuse University
Syracuse 10, New York

The Twenty-fourth Annual Meeting of INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN will be held in Des Moines, Iowa, April 25-28. Hotel Fort Des Moines. Reservations—Mrs. Betty Whitford, Des Moines Public Schools, 629 Third Street, Des Moines, Iowa.

The Annual Institute on Corrective and Remedial Reading sponsored by *The Reading Clinic,* Department of Psychology, Temple University, Philadelphia, will be held February 2-6, 1948. *Theme: Content Approach.*

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EDITORS' NOTE—The Bulletin is an experiment in co-operative journalism. Contributions are solicited from all who are interested in work for the defective and who have a successful method to report or an earnest criticism to make. It is expressly desired to give place to various shades of opinion.

Articles by the regular staff are initialed. For those and for unsigned articles, the editors are responsible. For signed articles the responsibility rests with the authors.